

# Too Good for Violence – Social Perspectives

## High School Revised Edition

*Correlated with Pennsylvania Department of Education Health and Physical Education Academic Standards*

### Lesson One: *Graduation Day* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable goal
- Apply knowledge of aptitudes and interests to goal setting
- Recognize and manage obstacles that can interfere with reaching a goal

#### 10. 1. Concepts of Health

- A. Evaluate factors that impact growth and development during adulthood and late adulthood.
- health status
  - career choice
- B. Evaluate factors that impact the body systems and apply protective/ preventive strategies.)
- health status (e.g., physical, mental, social)

### Lesson Two: *Who's in Charge Here?* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Demonstrate the ability to apply the steps in the Decision-Making Model
- Predict the consequences of decisions on self and others
- Recognize personal responsibility for the outcomes of decisions
- Use decision-making and problem-solving skills to reach a desirable outcome
- Examine the effects of influence on decision-making

#### 10. 1. Concepts of Health

- B. Evaluate factors that impact the body systems and apply protective/ preventive strategies.)
- health status (e.g., physical, mental, social)

#### 10.2. Healthful Living

- D. Examine and apply a decision-making process to the development of short and long-term health goals.

#### 10.3. Safety and Injury Prevention

- A. Assess the personal and legal consequences of unsafe practices in the home, school or community.
- loss of personal freedom
  - personal injury
  - loss of income
  - impact on others

## Lesson Three: *Feelings 101* – Identifying and Managing Emotions

### Objectives

Following this lesson, the student will be able to:

- Demonstrate strategies to identify and manage emotions
- Discern the emotions of others
- Demonstrate the ability to perspective take in a variety of situations
- Demonstrate ways to communicate care, consideration, and respect for self and others
- Analyze how emotions and self-awareness influence decision making
- Relate managing emotions to success in life

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- health status (e.g., physical, mental, social)

## Lesson Four: *Say What You Mean. Mean What You Say* – Effective Communication

### Objectives

Following this lesson, the student will be able to:

- Demonstrate active listening techniques to build and maintain healthy relationships
- Recognize the role of verbal and nonverbal communication in conveying meaning and understanding
- Differentiate assertive, passive, and aggressive communication styles
- Demonstrate assertive communication techniques
- Use effective communication skills in asking for help and advocating needs
- Apply effective communication skills to collaborative efforts

### 10. 1. Concepts of Health

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  - relationships (e.g., marriage, divorce, loss)
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## Lesson Five: *The Ties that Bind* – Bonding and Relationships

### Objectives

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy relationships
- Develop social-awareness and interpersonal skills to maintain positive relationships
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group
- Manage one's emotions in relationships to positively influence and inspire others

### **10. 1. Concepts of Health**

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## **Lesson Six: *Many Rivers to Cross* – Respect for Self and Others**

### **Objectives**

Following this lesson, the student will be able to:

- Define respect
- Appreciate differences in preference, point of view, opinion, value, and experience of others
- Identify the effect of self-respect on decisions and relationships
- Identify specific examples of demonstrating respect to others
- Differentiate commanding and demanding respect
- Determine how to promote respect in different situations

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## **Lesson Seven: *The Resolution Solution* – Conflict Resolution**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate between conflict and violence
- Determine behaviors that escalate a conflict
- Identify healthy approaches to conflict resolution
- Demonstrate effective conflict resolution skills

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  - relationships (e.g., marriage, divorce, loss)
- B. Evaluate factors that impact the body systems and apply protective/ preventive strategies.)
- health status (e.g., physical, mental, social)

### **10.3. Safety and Injury Prevention**

- A. Assess the personal and legal consequences of unsafe practices in the home, school or community.

- loss of personal freedom
- personal injury
- loss of income
- impact on others

C. Analyze the impact of violence on the victim and surrounding community.

## **Lesson Eight: *Maximizing Life, Minimizing Stress* – Stress Management**

### **Objectives**

Following this lesson, the student will be able to:

- Identify common stressors including change, difficult situations, internal conflict, and external conflict
- Identify physical, emotional, and health-related signs and symptoms of stress
- Discuss the role of self-control and personal responsibility in managing the emotions related to stress
- Evaluate and apply effective strategies for coping with stress

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B. Evaluate factors that impact the body systems and apply protective/ preventive strategies.)

- health status (e.g., physical, mental, social)

## **Lesson Nine: *#Compatibility* – Healthy Teen Dating**

### **Objectives**

Following this lesson, the student will be able to:

- Identify characteristics of healthy and unhealthy dating relationships
- Define teen dating abuse
- Demonstrate ways to bond with pro-social partners to build and maintain healthy dating relationships
- Demonstrate ways to avoid unhealthy dating relationships
- Establish standards and characteristics of healthy personal relationships
- Evaluate and manage the potential risks when unhealthy characteristics are present in a dating relationship

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B. Evaluate factors that impact the body systems and apply protective/ preventive strategies.)

- health status (e.g., physical, mental, social)

### **10.3. Safety and Injury Prevention**

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## **Lesson Ten: *Finding Perspective* – Social Media Awareness/Course Review**

### **Objectives**

Following this lesson, the student will be able to:

- Analyze online content to detect embellishment or other enhanced portrayals
- Identify the benefits and stressors associated with online activity
- Identify the influence of peer acceptance via social media on decision making
- Apply the decision-making model to mitigate the influence of social media activity
- Demonstrate knowledge and understanding of social-emotional skills learned in lessons 1-10

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D. Evaluate issues relating to the use/non-use of drugs.

- psychology of addiction
- social impact (e.g., cost, relationships)
- laws relating to alcohol, tobacco and chemical substances
- impact on the individual

### **10.2. Healthful Living**

D. Examine and apply a decision-making process to the development of short and long-term health goals.

### **10.3. Safety and Injury Prevention**

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